



PRINCIPALS' QUICK REFERENCE GUIDE

2002-2003 School Profile

Union House Elementary

ELK GROVE UNIFIED SCHOOL DISTRICT

<http://www.egusd.k12.ca.us/>

Dan Owens, Principal

Presented at the October 2003

Principals' Roundtable Webcast

7850 Deer Creek Drive

Sacramento, CA 95823

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Northern California, Urban, K-6, 988 students

Percent Free/Reduced Lunch: 62%

English Learners: 31%

Demographics:

American Indian/Alaska Native	1%
Asian	22%
Pacific Islander	4%
Filipino	5%
Hispanic/Latino	18%
African American	39%
White (not Hispanic)	11%



Year	API Score
2003	751
2002	732
2001	721
2000	690
1999	633

[more API info](#)

Special Recognition

- California Distinguished School
- Golden Bell Award
- Elk Grove Unified School District Administrator of the Year
- Represented California for National Distinguished Principal's Award

Central Focuses of School Reform:

- Teachers at many schools work in isolation. Not at Union House! The school principal has organized the year-round school into grade level teams that have a real say in the implementation, delivery, and assessment of the curriculum. Teachers meet weekly to identify and review the targeted curriculum standards. Results are shared with the principal and parents, and these results are very visible throughout the school.
- To improve teacher proficiency, the staff has worked collaboratively with the principal to examine the *California Standards for the Teaching Profession (CSTP)*. The entire staff has reached an understanding in regards to specific evidence that would be present in a teacher's room to demonstrate a mastery towards the *CSTP*. Teachers work to implement the state standards which are characterized by four levels of proficiency – below standard, emergent, proficient, and exemplary.

- The principal understands and appreciates the level of commitment and hard work that is involved in building and supporting a California Distinguished School. Therefore, one of the central focuses of his school reform work is to provide positive feedback to teachers about their progress. His philosophy is simple – Teachers deserve to know when they are really making a difference.

Additional Information:

- Communication, clear goals, an authentic assessment program taking place in a trusting environment, and professional development are additional keys to success. These elements working in concert support staff and students success.
- The principal's guiding philosophy revolves around the concept of investment. He notes that “. . . it is important to have an investment in the success of our students, and in all our employees. That belief translates into guiding people through their efforts to achieve excellence. I have not yet met a teacher who didn't want to be successful—nor a student who didn't strive for success.”

Research/Resources:

The principal believes in Action Research and states that “. . . the best research happens at home.” Staff researches the characteristics of their own school community and work toward achieving each goal.

Web Links:

- [School Site Web Page](#)
- [School Site API Data](#)
- [School Site CBEDS Data](#)
- [CSTP](#) (PDF; 361KB; 33pp.; Outside Source)
- [Action Research](#)